








**Grade 3 Math: Weeks 7-12 October 1- November 9
2012-2013**

Standards	*	Lessons	Teacher Notes										
Standards with Red Keys are priority standards.													
<div></div> <div>3.OA.1 – Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.</div> <div>Learning Targets: I can interpret a product as a total number of objects in multiple groups.</div>	<div>★</div> <div>▶</div>	<div>To address the KCAS Standards, the following should be included in instruction:</div> <div>Math Investigations</div> <div>Unit 5</div> <div>•1.1 - 1.4, 2.1 – 2.5,</div> <div>Unit 3</div> <div>•1.1 - 1.6, 2.1 – 2.3, 2.7, 3.2, 3.7, 4.1 – 4.6</div> <div>Ten Minute Math:</div> <div>•What Time Is It? (this is the only place where 3.MD.1 is taught)</div> <div>Gap Lesson Links:</div> <div>Number Mat C (3.NBT.1, 3.NBT.2)</div> <div>Number Mat D (3.NBT.1, 3.NBT.2)</div> <div>Round to the Nearest 10 (3.NBT.1)</div> <div>Round to the Nearest 100 (3.NBT.1)</div> <div>Formative Assessment Opportunities</div> <table><tr><td>3.OA.1</td><td></td></tr><tr><td>3.OA.3</td><td></td></tr><tr><td>3.OA.8</td><td></td></tr><tr><td>3.NBT.2</td><td></td></tr><tr><td>3.MD.1</td><td></td></tr></table> <div>Vocabulary</div> <div>multiplication, division, factor, product, quotient, equal shares, arrays, equation, unknown</div> <div>www.amathsdictionaryforkids.com</div>	3.OA.1		3.OA.3		3.OA.8		3.NBT.2		3.MD.1		
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<div></div> <div>3.OA.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</div> <div>Learning Targets: I can solve multiplication and division word problems within 100 involving equal groups, arrays, and measurement quantities. I can represent multiplication and division word problems using drawings and equations with a symbol for the unknown number to represent the problem.</div>	<div>★</div>												
<div></div> <div>3.OA.8 - Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</div> <div>Learning Targets: <div> I can solve two-step word problems using addition and subtraction.</div><div>I can use equations with a letter representing the unknown quantity.</div><div> I can check my answers to word problems using mental math and estimation to see if it is reasonable.</div></div>	<div>@</div>		<div>KCAS Note: 3.OA.8 - Investigations Unit 3 involves using addition and subtraction to solve word problems. Students will encounter multiplication and division word problems in <i>Investigations</i> Unit 5.</div> <div>KCAS Note: 3.OA.8 - To meet this standard, model writing equations using a letter standing for the unknown during instruction. Ask students to write the equation when solving word problems.</div>										
<div></div> <div>3.NBT.2 – Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</div> <div>Learning Targets: <div> I can fluently add and subtract within 1000 using my strategies and algorithms.</div></div>	<div>▶</div>												
3.MD.1 – Tell and write time to the nearest minute and measure time intervals in	<div>▶</div>												

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minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Learning Targets:

I can solve word problems involving addition of time intervals in minutes by representing the problem on a number line.

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